

Project-Based Learning Planning Guide

Project Title: _____

Teacher(s): _____

School: _____

Grade Level(s): _____

Subject(s): _____



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Task Definition:

1. Summarize the theme or “big ideas” for this project.

**2. Identify the content standards that students will learn in this project.
Remember: Most projects can incorporate more than one discipline.**

3. Think of the essential question or problem/situation statement that provides a central focus to student inquiry and requires the use of the knowledge/skills identified above. This is the “hook” that will motivate students and make it authentic for students.

4. Identify the final product that students will create to address the problem or situation. The product should show mastery of the content standards and skills. See Product Ideas handout.

5. Who will be the audience for this product?

6. Checklist for Task Definition

____ Yes ____ NO --Is the essential question/problem statement authentic and meaningful?

____ Yes ____ NO --Is the essential question/problem statement tied to curriculum standards and does it require students to use content knowledge to solve, complete, or answer?

____ Yes ____ NO --Does the essential question/problem require students to use higher-level thinking?

____ Yes ____ NO --Does the essential question/problem statement require students to develop a product that engages students?



7. How will you evaluate the project? Look back at the curriculum standards you identified earlier. Make a list of elements you want to assess. Determine the importance/weight you will place on each element.



8. How will students be involved in the assessment process?



- Will you use peer assessment? self-assessment?
- Will you use a rubric, checklist, etc?

9. Keep track of any resources you used to plan the project in case you need to revisit them later. You may choose to use an online citation maker such as <http://www.myt4l.com> or <http://citationmachine.net> .

10. Now that you have planned the project, work through the project using the Big 6 Problem-Solving Process. This will help you determine potential problems, needed materials and resources, assessment rubrics, and a project time frame.

<p>Step 1: Task Definition</p> <p>1.1 Define the information problem 1.2 Identify information needed</p> 	<p>Is the essential question or problem/situation statement clear and understandable for students? Will students understand what to do?</p> <hr/> <p>What information will students need to complete the project?</p>
<p>Step 2: Information-Seeking Strategies</p> <p>2.1 Determine all possible sources 2.2 Select the best sources</p> 	<p>What sources of information did you use to complete the project? (i.e. field trip, interviews, databases, reference sources)</p>

<p>Step 3: Location and Access</p> <p>3.1 Locate sources (intellectually and physically) 3.2 Find information within sources</p> 	<p>Where did you have to go to find the information?</p> <p>Are there any skills you needed to know to find the information, i.e. using the table of contents, index, encyclopedia, card catalog skills?</p>
<p>Step 4: Use of Information</p> <p>4.1 Engage (e.g., read, hear, view, touch) 4.2 Extract relevant information</p> 	<p>How did you collect and organize the information you gathered for your project? What would be the best format for your students to use? (Develop an organizer for your students to use when they collect information.)</p>

<p>Step 5: Synthesis</p> <p>5.1 Organize from multiple sources 5.2 Present the information</p> 	<p>Work on the completion of the final product. Because of time, you may not be able to complete the entire project during this initial session, but it is important to finish the project prior to working with students. A final product will serve as a sample to show your students and will also enable you to better guide students through the project.</p>
<p>Step 6: Evaluation</p> <p>6.1 Judge the product (effectiveness) 6.2 Judge the process (efficiency)</p> 	<p>Look back at your plan for assessment in #7 and #8. Based on your experience completing the project ...Do you need to make adjustments to your evaluation plan?</p> <ul style="list-style-type: none"> • Change importance/weight of elements? • Add additional elements to the assessment? • Eliminate elements from the assessment? <p>Make changes as needed and...</p> <ul style="list-style-type: none"> • Develop a rubric you will use to assess the students' projects. • Develop a rubric or checklist you will use for peer and/or self-assessment. <p>You can use an online source to brainstorm and/or develop the rubric.</p> <ul style="list-style-type: none"> • Kathy Schrock's Collection of Assessment Tools http://school.discovery.com/schrockguide/assess.html • Rubistar http://rubistar.4teachers.org/index.php • Project-based Learning Checklists http://pblchecklist.4teachers.org/checklist.shtml • Tech4Learning Rubric Maker http://www.myt4l.com/

11. Complete the lesson plan. A sample lesson planning form is below.

PBL LESSON PLAN

Title:	
Grade Level:	
Subject:	
Duration:	
Brief description of Project:	
Goal:	
Curriculum SOLs:	
Essential vocabulary for students:	
Project Outline and Activities:	

Project Example: (file name)	
Assessment: (file name)	
Plans for Differentiation:	
Needed Materials:	
Needed Print Resources:	
Online Resources:	
Other Resources or Specialists Needed:	

12. Map out the time frame for your project.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					

Planning Checklist:

The following documents should be completed before the project is implemented.

- ☐ lesson plan
- ☐ rubric for teacher to use to assess student work
- ☐ rubric or checklist for students to use for self and/or peer assessment
- ☐ graphic organizer for students to use for the collection of information
- ☐ a sample of a completed project
- ☐ a timeline for the completion of the project
- ☐ if needed, a list of resources (books, websites, outside resources, etc.) for students to use

